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ABSTRACT

This guide complements the two other social studies documents at the Senior 4 level for the social studies curriculum sequence for schools in Manitoba, Canada. The primary focus of this document is to explore the impact made by significant historical developments, movements, and individuals that shaped and influenced Western Civilization societies. Teaching strategies and learning activities have not been included in this guide, leaving the teacher the independence to develop those. The core objectives identified in this document constitute the basic expectations and serve as a guide to school administrators and teachers in determining appropriate time allotments, with the recommended yearly time allotment between 110-120 hours. The guide is divided into three sections, with each section divided into units. Section I, "To 1700," contains: (1) "Unit I: Introduction to Western Civilization"; (2) "Unit II: Pre-Modern Western Civilization"; and (3) "Unit III: Renaissance, Reformation, and Absolution Versus Representative Government." Section II, "1700 to 1919," contains the following: (1) "Unit IV: The Age of Reason and the Political, Agricultural, and Industrial Revolutions"; and (2) "Unit V: Major Movements and Events from 1815 to 1919." Section III, "1919 to Present," contains "Unit VI: 20th Century." Outline maps of areas of the world accompany the text. (EH)

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Interim Curriculum Document

Manitoba Education and Training

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Senior 4 Western Civilization

An Historical Review of Its Development

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Manitoba
Education
and Training

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The Social Studies Curriculum

There are three social studies documents available at Senior 4 to complete the Kindergarten to Senior 4 social studies curriculum sequence.

The Senior 4 **Western Civilization: An Historical Review of Its Development (40S)** document, complements the two other social studies documents at the Senior 4 level, namely **World Issues** and **World Geography: A Human Perspective**. The primary focus of this document is to explore the impact made by significant historical developments, movements, and individuals that shaped and influenced Western Civilization societies.

There is no single textbook that has been approved by Manitoba Education and Training for **Western Civilization**. However, ***World History: Patterns of Civilization***, Burton F. Beers, Prentice-Hall, ISBN 0-13-968645-2, 1991 Edition, is being used by a substantial number of schools in Manitoba, and is also the textbook selected by the Independent Study Program for developing a curriculum congruent **Western Civilization** course for distance delivery. This textbook was reviewed by the Project Team (1993), p. vi, and is available through the Manitoba Text Book Bureau along with a variety of other resources.

The Independent Study Program course materials provide a useful resource for classroom teachers. These materials are available from the Distance Delivery Unit, 555 Main Street, Winkler, Manitoba R6W 1C4, Telephone 800-465-9915 or Fax 204-325-4212.

Teaching strategies and learning activities have not been included in this guide. These strategies should be developed by each teacher. Each strategy or activity should satisfy one or more of the following categories of objectives

- knowledge
- thinking and research
- attitude and value (generally a discussion type activity)
- social participation

For example, a well-planned social participation activity may satisfy a number of the above objectives. Even though social participation objectives are identified in most topics, there is not enough time to do them all. However,

teachers should consider social participation objectives as an integral part of the overall social studies curriculum. For a more detailed description of the categories of objectives, see pages 9-12 of the **Social Studies K-12 Overview** (1985).

The core objectives identified in this document constitute the basic expectations and serve as a guide to school administrators and teachers in determining appropriate time allotments. All schools and school divisions should ensure that sufficient time is allocated to provide for adequate development of the objectives of **Western Civilization.** The recommended yearly time allotment for **Western Civilization** is between 110-120 hours.

Administrators and teachers should refer to pages 16-25 of the **Social Studies K-12 Overview** (1985) for information concerning evaluation and implementation.

Western Civilization: An Historical Review of Its Development

Overview – Western Civilization: An Historical Review of Its Development

Focus: *To explore the impact made by significant historical developments, movements, and individuals that shaped and influenced Western Civilization societies.*

The primary intent of the Western Civilization course is for students to understand more fully that Canadian society and other western societies evolved and were shaped by complex movements and events. Students should examine both the positive and the detrimental effects and influences on the development of these societies as a result of these major movements and events. In addition, students should also be aware of the contributions made by individuals, groups, and nations that influenced the uniqueness and characteristics of the development of Western Civilization societies.

The course examines these historical developments, movements, and events around several ideas or major concepts. The purpose of these six concepts is to set a focus, give guidance, provide direction, and set limits around which historical developments, movements, and events can be organized.

The six concepts are as follows:

- **Religion** — Religion implies a system of beliefs based on faith without the need for material proof. Most religions are an organized system of doctrines concerning spiritual matters, especially that of a divine power or powers, which should be obeyed. The religions usually set out the expected form of worship (e.g., Christianity, Islam, and Judaism).

- **Ideology** — An ideology is also a system of beliefs, but one concerning human society and its values. An ideology generally includes some interpretation of past and present and some set of goals for the future; thus it provides unity for its followers through establishing a common way of seeing the world (e.g., communism, democracy, and fascism).

- **Humanism** — Humanism is a view of life centred on the nature and interests of people, stating that they can achieve their highest ideals through their own abilities. Humans are considered to be capable of reason and thus able to make appropriate decisions without the need for explanations based on the supernatural. Obviously, religion and humanism take very different views of the nature of people and their world.

- **Individualism** — This view of people asserts that human actions should be based on the self-interest of the individual. In economics, the government should, as far as possible, leave the individual free to pursue his or her own concerns. In politics, the state should serve the interests of the individual and not burden people with regulations. Individualism prizes the independence of each person and stresses the right of each to lead his or her own life without being forced to conform to prevailing social patterns.

- **Secularism** — Secularism rejects any involvement of religious or spiritual practices or authorities in the conduct of affairs, especially those of the government. For example, a secularist would argue that education should be a function of government with no control by or guidance from particular religions. Secularism deals with the world as it is, making no reference to the supernatural.

- **Scepticism** — This philosophical attitude adopts a critical approach toward all systems that claim to have final knowledge. Sceptics challenge generally accepted assumptions in all areas — religion, science, morality, economics, and history — as they doubt that certainty is possible. A sceptic will question or suspend judgement on all knowledge claims, especially in matters of religion.

These major concepts are introduced early in the course and their role is examined within the context of the period of history being studied. They are recognized as a thread or theme running throughout the development of Western Civilization but with varying significance during different periods.

A 28-week (70%) time frame has been suggested for the units, with the remaining 12 weeks (30%) to be used at the discretion of the teacher, either to give greater emphasis to certain units or to choose other related topics. The study is divided into three sections with the following units, themes, and suggested time frames.

Section I (to 1700)
(Suggested Time: 8 weeks)

Unit I **An Introduction to Western Civilization**

Focus: To explore common characteristics and the major concepts that played a significant role in developing and shaping Western Civilization.

Unit II **Pre-Modern Western Civilization**

Focus: To explore the legacy of Greece and Rome, Judeo-Christian thought, and the medieval religious and social institutions of pre-modern Western Civilization.

Unit III **Renaissance, Reformation, and Absolutism versus Representative Government**

Focus: To examine the impact of the Renaissance, the Reformation, absolutism and representative government on the development of Western societies.

Section II (1700 to 1919)
Suggested Time: 12 weeks

Unit IV **The Age of Reason and the Political, Agricultural and Industrial Revolutions**

Focus: To examine the Age of Reason and the Political, Agricultural, and Industrial Revolutions and explore their impact on the development of Western societies.

Unit V **Major Movements and Events of the 19th Century (1815 to 1919)**

Focus: To examine the major movements and events from 1815 to 1919 that significantly influenced Western societies.

Section III (1919 to Present)
Suggested Time: 8 weeks

Unit VI **20th Century**

Focus: To examine significant developments in Western Civilization societies during the 20th century, and to explore their impact upon those societies.

The major purpose of the program is to help students explore and better understand the following:

- how and why Western Civilization societies evolved.
- how the major concepts of religion, ideology, humanism, individualism, secularism, and scepticism apply to the development of Western Civilization during different periods.

- how the legacy of Greece and Rome, Judeo-Christian thought, medieval religious, and social institutions contributed to the development of Western societies.

- how the impact of the Renaissance, the Reformation, absolutism and representative government developed Western societies.

- how the Age of Reason and Political, Agricultural, and Industrial Revolutions influenced the development of Western societies.

- how major movements and events of the 19th century influenced Western society (i.e., reactionary and reform movements, events such as the Congress of Vienna of 1815 and the Revolutions of 1848).

- how World War I, World War II, the Cold War, and the collapse of the USSR's Soviet Empire changed the balance of power and resulted in new ideological responses to the conditions arising.

- how the acceleration of technology has influenced society and why the implementation of the concept, principles, and guidelines of sustainable development should be considered.

Section I (to 1700)
(Suggested time: 8 weeks)

Unit I – Introduction to Western Civilization

Overview

Focus: *To explore common characteristics and concepts that played a significant role in developing and shaping Western Civilization.*

This unit's primary intent is to explore characteristics which have evolved and are common to the societies of Western Civilization. Apart from briefly examining their significance, this unit introduces major concepts (i.e., religion, ideology, humanism, individualism, secularism, and scepticism). In addition, students gain a greater understanding of the sources used by historians in the writing of history.

Topics and Focusing Questions

1. **Writing History**

   - What is history? How is it "made"? How has it been recorded? What are the sources of history?
   - Should a course such as Western Civilization be studied? Why?

2. **Characteristics and Influences of Western Civilization**

   - What are the characteristics of Western Civilization?
   - What characteristics common to the societies within Western Civilization are not common to non-western societies? What makes the "West" distinctive?
   - How has Canadian society been influenced by developments within Western Civilization?

3. **Major Concepts Influencing the Development of Western Societies**

   - What are the major concepts of this course and why are they significant?

Objectives

Students should be able to meet the following objectives:

Topic 1: Writing History

Knowledge Objectives

- explain what history is and describe how it is "made" and recorded.

Thinking and Research Skill Objectives

- research, identify, and illustrate various sources from written history.
- outline two arguments why Western Civilization should be studied.

Attitude and Value Objectives

- discuss the elements which influence historians in writing history.
- discuss the value of studying history.

Social Participation Objectives

Teaching Note: *See Topic 3.*

Topic 2: Characteristics and Influences of Western Civilization

Knowledge Objectives

- identify Western Civilization's societies.
- identify important characteristics of Western Civilization societies.

Thinking and Research Skill Objectives

- outline the characteristics common to Western societies which are not common to "non-western" societies.

Attitude and Value Objectives

- share what you believe makes Western societies distinctive from "non-western" societies.

Social Participation Objectives

Teaching Note: *See Topic 3.*

Topic 3: Major Concepts Influencing the Development of Western Societies

Knowledge Objectives

- identify the major concepts that are themes running throughout the course.

Thinking and Research Skill Objectives

- research one of the major concepts and show how it applies to a specific example or event.

Attitude and Value Objectives

- discuss the significant characteristics of each of the major concepts.

Social Participation Objectives

Teaching Note: *The social participation objectives include the entire unit. These objectives are to be carried out in small-group activities. (See the 1985* ***Social Studies K-12 Overview****, pp. 11 and 12, for more details on these objectives.)*

- each group is to research and discuss the meaning of one of the following concepts and demonstrate their understanding of the meaning of that concept through preparing a wall chart:
  - religion
  - ideology
  - humanism
  - individualism
  - secularism
  - scepticism

Unit II – Pre-Modern Western Civilization

Overview

Focus: *To explore the legacy of Greece and Rome, Judeo-Christian and Islamic thought, and the medieval religious and social institutions of pre-modern Western Civilization.*

This unit examines the differing influences and legacies of the Greeks and the Romans on the development of Western societies. Students gain a greater understanding of how and why the major concepts (i.e., religion, ideology, humanism, individualism, secularism, and scepticism) are reflected in the development of these societies. A further intent is for students to examine the impact of Judeo-Christian and Islamic thought on the development of Western societies. This unit also examines the impact of medieval religious and social institutions on the development of these societies.

Topics and Focusing Questions

1. Legacy of Greece and Rome

- How did life in ancient Greece and Rome reflect the major concepts (i.e., humanism, individualism, and scepticism)? Why did these concepts arise in Greece? In Rome? How did Greek democracy reflect them?
- How did the ideals and practices of Rome differ from Greece (optional)?
- What is the legacy to Western Civilization of Greece? What is the legacy of Rome?

2. Judeo-Christian and Islamic Influence

- What are the similarities/differences of Christianity, Judaism, and Islam?
- Why were religious groups persecuted?
- What contribution/legacy has the Judeo-Christian belief brought to the societies of the Western Civilization? What has Islamic belief brought?

3. Medieval Religious and Social Institutions

- What was the role of the Church in medieval society? What was its relationship to the state?
- What and where did the two branches of Christianity develop? *Consider Roman Catholic and Orthodox.*
- What caused the conflict between the Christian Church and Islam?
- How did feudalism work? What impact did it have on society? *Consider the role of the monarchy and the origin of Divine Right.*
- To what extent were the major concepts encouraged/discouraged in this period?

Objectives

Students should be able to meet the following objectives:

Topic I: Legacy of Greece and Rome

Knowledge Objectives

- describe the extent of the rise of major concepts in the life of the ancient Greeks and Romans. *Consider especially humanism, individualism, and scepticism.*

Thinking and Research Skill Objectives

- research the origins of democracy.

Attitude and Value Objectives

- discuss the democratic ideals of Greece and Rome and the degree to which these were achieved.

Social Participation Objectives

Teaching Note: *See Topic 3.*

Topic 2: Judeo-Christian and Islamic Influence

Knowledge Objectives

- recognize the significance of Judeo-Christian and Islamic thought on the development of Western Civilization.

Thinking and Research Skill Objectives

- compare and contrast Jewish, Christian, and Islamic beliefs.

Attitude and Value Objectives

- discuss the persecution of religious groups in this era's context as well as later.

Social Participation Objectives

Teaching Note: *See Topic 3.*

Topic 3: Medieval Religious and Social Institutions

Knowledge Objectives

- describe the role of the church in medieval society.
- explain how feudalism worked.

Thinking and Research Skill Objectives

- summarize why and where the two branches of Christianity developed. *Consider the Roman Catholic and the Orthodox Churches.*
- summarize the conflicts between the Christian Church and Islam.
- summarize the advantages and disadvantages of feudalism.

Attitude and Value Objectives

- evaluate the relationship of the church to the state.
- discuss the degree to which feudalism was or was not a "good thing."

Social Participation Objectives

Teaching Note: *The social participation objectives include the entire unit. These objectives are to be carried out in small-group activities. (See the 1985* ***Social Studies K-12 Overview****, pp. 11 and 12, for more details on these objectives.)*

- have small groups of students prepare a presentation on one of the following topics which demonstrates the group's understanding of the topic selected:
  - the legacy and contribution of Greece and Rome to Western societies.
  - the legacy and contribution of Judeo-Christian and Islamic thought to Western Civilization.
  - the extent to which **any one** of the major concepts were encouraged/discouraged during pre-modern Western Civilization (i.e., religion, ideology, humanism, individualism, secularism, and scepticism)

Unit III – Renaissance, Reformation, and Absolutism Versus Representative Government

Overview

Focus: *To examine the impact of the Renaissance, the Reformation, absolutism and representative government on the development of Western societies.*

Students will explore the meaning and impact of the Renaissance and how the major concepts, identified earlier, evolved during this period. They will examine how the Reformation affected the development of various societies. The characteristics of abolutism and its impact will also be examined. In addition, students will investigate how and why representative government evolved and became the means of decision making over time in many Western societies.

Topics and Focusing Questions

1. Renaissance

- What does the Renaissance mean? Where and why did it arise?
- What changes occurred during the Renaissance? What was its impact? *Consider, in particular, the creation of the middle class and the decline of feudalism.* Who were some famous people during this time? What were their contributions? *Consider how this reflects the concept of individualism.*
- How are the major concepts reflected in the Renaissance period? *Consider, in particular, the concept of individualism.*

2. Reformation

- What does the Reformation mean? Where did it arise?
- Why did the Reformation occur? Which individuals and movements were significant during this period? What were the impacts of the Reformation and the Counter Reformation?

3. Absolutism Versus Representative Government

- Why did rulers become so powerful? How did they justify this power? What was the role of the common people? What was the role of the middle class? *Consider the contribution of Hobbes and Locke.*
- What changes in decision making developed in Britain by the late 1700s? What was the role of the common people? *Consider the impact of the cabinet-parliamentary system on countries such as Canada.*

Objectives

Students should be able to meet the following objectives:

Topic 1: Renaissance

Knowledge Objectives

- explain the meaning of the word Renaissance.
- explain the meaning of the Renaissance.
- identify a number of people in different fields who became famous during this time.
- describe briefly how these prominent people exhibited this period's ideals.

Thinking and Research Skill Objectives

- outline where the Renaissance had its beginnings.
- explain why the Renaissance began in a particular region.
- summarize the changes that occurred during the Renaissance.

Attitude and Value Objectives

- discuss the impact of the Renaissance ideas (values) on the life of the people during this era, especially individualism.

Social Participation Objectives

Teaching Note: *See Topic 3.*

Topic 2: Reformation

Knowledge Objectives

- explain the meaning of the word Reformation.
- explain the meaning of the Reformation.
- explain why the Reformation occurred.
- identify significant individuals of the Reformation era and briefly describe their involvement.

Thinking and Research Skills Objectives

- research and summarize significant movements that occurred at this time. *Consider the relationship between Protestantism and capitalism; and the relationship between Protestantism and the rise of modern nation states.*

Attitude and Value Objectives

- discuss whether or not the Reformation was a "good thing" in the lives of the people at that time. *Consider this in the context of a short-term and a long-term view.*

Social Participation Objectives

Teaching Note: *See Topic 3.*

Topic 3: Absolutism Versus Representative Government

Knowledge Objectives

- recognize the power held by the rulers during this period.
- explain how the rulers justified their power.

Thinking and Research Skill Objectives

- research why Britain chose a different path of decision making from the rest of Europe during this period.

Attitude and Value Objectives

- discuss whether or not the common people had a sufficient role in the decision-making process of this period. Did the middle class have or not have a sufficient role?
- discuss the strengths and weaknesses of the type of decision-making process that had developed in Britain by the 1700s. *Consider the role of the common people as well.*

Social Participation Objectives

Teaching Note: *The social participation objectives include the entire unit. These objectives are to be carried out in small-group activities. (See the 1985* ***Social Studies K-12 Overview****, pp. 11 and 12, for more details on these objectives.)*

- each group is to demonstrate, in a creative way, their understanding of the legacy and contribution to Western Civilization of one of the following topics (some consideration should be given to one or more of the major concepts):
  - Renaissance
  - Reformation
  - Britain changing the decision-making process.

Section II (1700 to 1919)
(Suggested time: 12 weeks)

Unit IV – The Age of Reason and the Political, Agricultural, and Industrial Revolutions

Overview

Focus: *To examine the Age of Reason, the Political, Agricultural, and Industrial Revolutions, and to explore their impact on the development of Western societies.*

This unit is designed to enable students to gain a greater understanding of the Age of Reason, as well as its meaning and impact on societies. Students are given an opportunity to examine the contribution of individuals who have had a significant impact on how Western societies evolved. This unit also examines the concept of revolution and the role that revolutions have played in both the political and economic arenas. Students are to examine the role of the major concepts during the Age of Reason as well as during the Political, Agricultural, and Industrial Revolutions.

Topics and Focusing Questions

1. The Age of Reason

- What is a revolution? How and why do revolutions occur? How do revolutions create problems as well as solve them?
- What was the scientific revolution? What did it mean? What did it involve? What was its impact?
- What was the Enlightenment? What was its significance? *Consider how the new movements and the new philosophies, such as Rousseau, threatened existing institutions.*
- Who were some of the prominent individuals in the Age of Reason? What was their impact? *Consider science, astronomy, philosophy, music, and literature, etc.*
- Which of the major concepts were prominent during this age? How?

2. The Political, Agricultural, and Industrial Revolutions

- What did the American Revolution accomplish? The French Revolution? How did they differ? How were they similar? What was the impact of these revolutions? *Consider also Montesquieu's influence.*

- How did the Agricultural Revolution contribute to the Industrial Revolution? What was the impact of these revolutions? *Consider changes in lifestyle, political institutions, transportation, urbanization, and migration.*
- How are the major concepts reflected during this age? *Consider religion, ideology, humanism, individualism, secularism, and scepticism.*

Objectives

Students should be able to meet the following objectives:

Topic 1: The Age of Reason

Knowledge Objectives

- explain what is meant by revolution and by a scientific revolution.
- explain what is the meaning of enlightenment and the Enlightenment.
- identify prominent individuals during the Age of Reason and briefly describe their contribution in various fields such as science, astronomy, philosophy, and literature.

Thinking and Research Skill Objectives

- research how and why revolutions occur and summarize the findings.
- summarize the impact of the scientific revolution.
- analyze the significance of the Enlightenment. *Consider new movements, philosophies, and institutions.*

Attitude and Value Objectives

- discuss whether or not revolutions are a "good thing" (be specific with examples).
- discuss which of the major concepts gained prominence during this age and express your views as to why they became prominent.

Social Participation Objectives

Teaching Note: *See Topic 2.*

Topic 2: The Political, Agricultural, and Industrial Revolutions

Knowledge Objectives

- describe briefly the American and French Revolutions.
- describe briefly the Agricultural and Industrial Revolutions.

Thinking and Research Skills Objectives

- compare and contrast the American and French Revolutions under the headings: objectives, accomplishments, and impact.
- research and outline how the Agricultural and Industrial Revolutions changed the way people lived.

Attitude and Value Objectives

- discuss who benefited from the American, French, Agricultural, and Industrial Revolutions.

Social Participation Objectives

Teaching Note: *The social participation objectives include the entire unit. These objectives are to be carried out in small-group activities. (See the 1985* ***Social Studies K-12 Overview****, pp. 11 and 12, for more details on these objectives.)*

- each group is to evaluate the significance and prominence of one major concept during the Age of Reason or the Age of the Revolutions.

Unit V – Major Movements and Events From 1815 to 1919

Overview

Focus: *To examine the major movements and events from 1815 to 1919 that significantly influenced Western societies.*

The purpose of this unit is to examine major movements and events that influenced and impinged on the development of western societies. For example, students should examine reactionary and reform movements (e.g., the Congress of Vienna of 1815, the revolutions of 1848, and the motives and impact of imperialism on the course's major concepts).

Topics and Focusing Questions

1. Reaction (Conservatism) versus Reform (Liberalism)

- What does reaction mean? What does reform mean? How do reactionaries differ from reformers in their view of revolution? *Consider conservatism, liberalism, socialism, nationalism, and romanticism.*
- What was the purpose of the Congress of Vienna of 1815? What were its aims? To what extent were these aims achieved?
- What were the aims of the 1848 revolutions? To what extent were the aims achieved? *Consider the Unification Movements, and the extent to which democratic institutions evolved.*

2. Nationalism and Imperialism

- What does nationalism mean?
- What does imperialism mean? *Consider why nationalism and imperialism are significant and how they are related.*
- What are the economic motives of imperialism? What are its political motives? *Consider Social Darwinism, Adam Smith's philosophy, and laissez-faire.*
- How did nationalist and imperialist ambitions affect/influence international relations up to 1914?

3. Changing Perspectives (Optional)

- What were some of the main currents of thought during the latter part of the 19th century? How did they influence society? *Consider the contributions/influences of individuals such as Darwin, Freud, Einstein, Agassiz, and Lyell in the context of the main concepts.*

Objectives

Students should be able to meet the following objectives:

Topic 1: Reaction (Conservatism) Versus Reform (Liberalism)

Knowledge Objectives

- explain what is meant by reaction (conservatism) and by reform (liberalism).
- identify the purpose of the Congress of Vienna of 1815.

Thinking and Research Skill Objectives

- outline the aims of the Congress of Vienna and analyze the extent the congress achieved its aims.
- outline the aims of the revolutions of 1848 and research the extent the revolutions achieved their aims.
- research and summarize to what extent democratic institutions evolved in Western Europe by 1914. *Consider various countries, personalities, and events as well as the influence of romanticism and nationalism.*

Attitude and Value Objectives

- discuss how reactionaries and reformers view revolutions differently.
- discuss the strengths and weaknesses of the democratic institutions established by 1914.

Topic 2: Nationalism and Imperialism

Knowledge Objectives

- explain what is meant by nationalism, imperialism, laissez-faire, and Social Darwinism.
- identify Adam Smith and explain the impact of his economic ideas.

Thinking and Research Skill Objectives

- research and summarize the economic and political motives of nationalism and imperialism.
- summarize how imperialist ambitions affected or influenced international relations up to 1914.

Attitude and Value Objectives

- discuss the relationship between nationalism and imperialism.

Social Participation Objectives

Teaching Note: *The social participation objectives include the entire unit. These objectives are to be carried out in small-group activities. (See the 1985* ***Social Studies K-12 Overview****, pp. 11 and 12 for more details on these objectives.)*

- have each group research one nationalistic or one imperialistic incident or event and prepare a report on how this event or incident affected the people involved. Have each group share their report with at least one other group.

Topic 3: Changing Perspectives (Optional)

Knowledge Objectives

- identify the various "currents of thought" that were prominent in the latter part of the 19th century and the individuals who influenced these thoughts.

Thinking and Research Skill Objectives

- summarize the impact that these "thought changes" had on society.

Attitude and Value Objectives

- discuss to what extent the changes in **thought** were "good" and to what extent they were "problematic."

Section III (1919 to Present)
(Suggested Time: 8 weeks)

Unit VI – 20th Century

Overview

Focus: *To examine significant developments in Western Civilization societies during the 20th century, and to explore their impact upon these societies.*

The aim of this unit is to examine significant developments of the 20th century in the context of the major concepts that apply, especially ideology, and the impact of these on various societies. Developments such as World War I, World War II, and the Cold War are examined as well as the consequences of and responses to these developments. In addition, students should examine recent changes in the realignments of powers, the acceleration of technology influencing society and how the economy, the environment, and society should be integrated and balance through the implementation of the concept, principles, and guidelines of sustainable development.

Topics and Focusing Questions

1. World War I and Major Developments to 1939

- How did World War I change the balance of power?
- What was the purpose of the League of Nations? To what extent was the league successful? Not successful? Why?
- What were the ideological responses to conditions arising prior to, during, and after World War I? *Consider totalitarianism under fascism and communism.*

2. World War II and Major Developments to the end of the 20th Century

- How did World War II change the balance of power in the world? *Consider the rise of military alliances and decolonization.*
- What was the purpose of the United Nations? To what extent has the UN been successful? Not been successful?
- What were the ideological responses to conditions arising prior to, during and after World War II? *Consider the developments of the Cold War and the responses to it by the super powers and by others.*

3. Toward the 21st Century

- What changes in the realignments of powers have taken place in the 1990s? *Consider the demise of Communism, the USA as a single world power, multinationalism, Trading blocs, (e.g., EC, NAFTA, emerging Third World, and the Asia Pacific influence).*
- How is the acceleration of technology influencing society? *Consider such things as the workplace, communication, economy, environment, society in general, globalization, and information.*
- Is the implementation of the concept, principles, and guidelines of sustainable development an appropriate course for Western Civilization to take as it moves into the 21st century?

Objectives

Students should be able to meet the following objectives:

Topic 1: World War I and Major Developments to 1939

Knowledge Objectives

- outline how World War I changed the world's balance of power.
- identify the purpose of the League of Nations.

Thinking and Research Skill Objectives

- research and examine the reasons why the League of Nations was unable to carry out its mandate.
- research and explain the ideological responses to the conditions arising prior to, during, and after World War I.

Attitude and Value Objectives

- discuss the range of the League of Nations successes as well as the extent or its failures.
- discuss the similarities and differences between fascism and communism as experienced in Europe in the first half of the 20th century.

Topics 2: World War II and Major Developments to the End of the 20th Century

Knowledge Objectives

- outline how World War II changed the world's balance of power.
- identify what is meant by the Cold War.
- identify the purpose of the United Nations.
- examine and outline the major thrust of the Universal Declaration of Human Rights.

Thinking and Research Skill Objectives

- research and examine the ideological responses to conditions arising prior to, during, and after World War II.
- research and outline the major actions and activities of the United Nations since its founding in 1945.

Attitude and Value Objectives

- discuss the degree that the United Nations has been successful and unsuccessful.
- discuss the pros and cons of having two superpowers in the world.
- discuss the general impact that the Universal Declaration of Human Rights has had on societies throughout the world.

Topic 3: Toward the 21st Century from the 1990s

Knowledge Objectives

- outline changes in the realignments of the powers that have taken place since 1990.
- identify economic and trading blocs, associations, and communities that have developed recently.
- identify the meaning of technology.
- identify the meaning of the concept of sustainable development.

Thinking and Research Skill Objectives

- summarize the rise and demise of communism in the 20th century.
- research why the concept of sustainable development and its implementation is an important thrust in many parts of the world.
- research and summarize the impact of the Asia Pacific region on the world's economy and trade.

Attitude and Value Objectives

- discuss the pros and cons of one superpower in the world.
- discuss how the acceleration of technology has influenced societies in both positive and negative ways.
- discuss whether the implementation of the concept of sustainable development is appropriate for the western industrialized societies as well as for developing societies.
- discuss the advantages and disadvantages of the world being divided into major economic trading blocs.

Social Participation

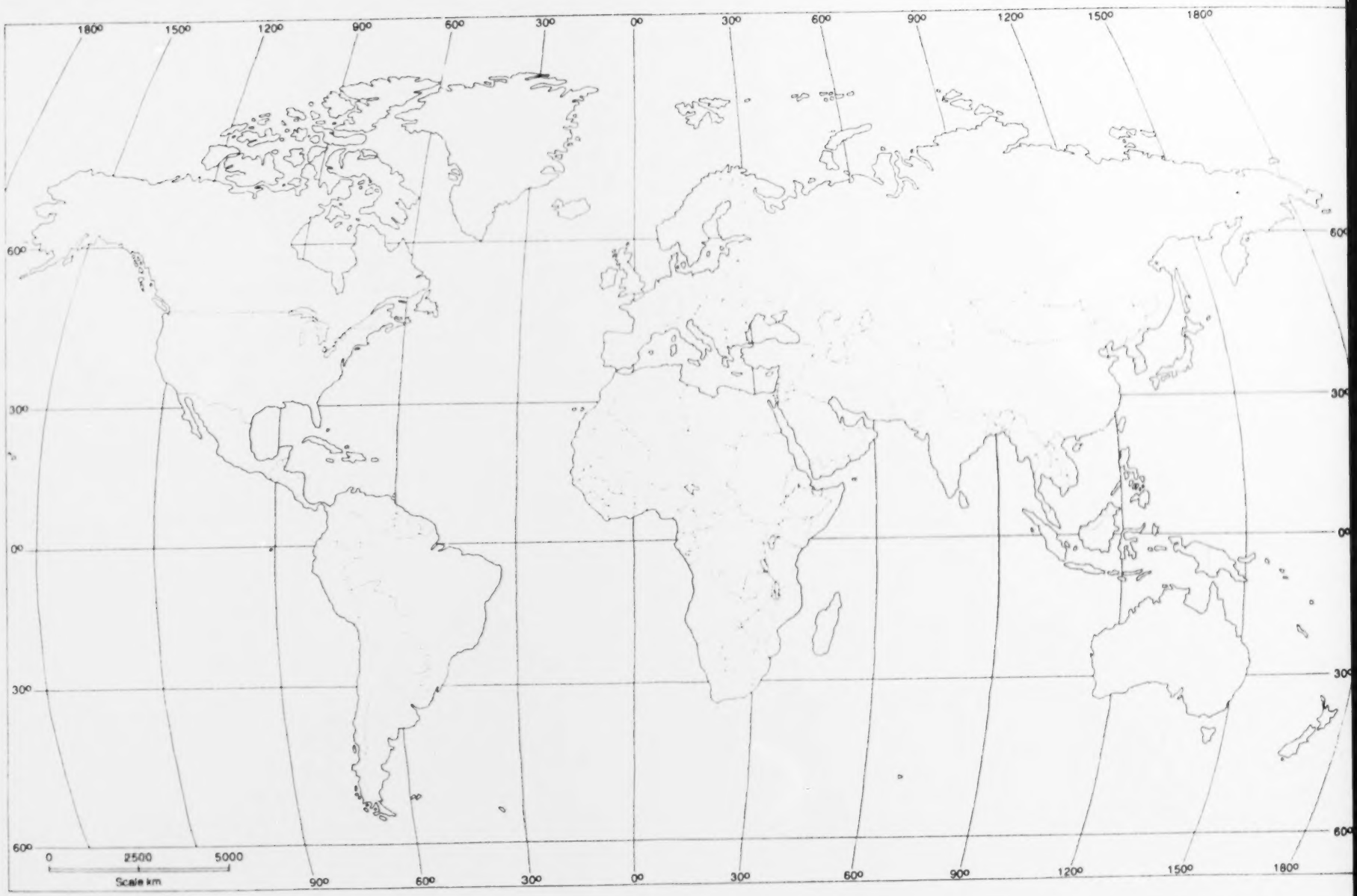
Teaching Note: *The social participation objectives include the entire unit. These objectives are to be carried out in small-group activities. (See the 1985* ***Social Studies K-12 Overview****, pp. 11 and 12, for more details on these objectives.)*

- each group is to prepare a project, presentation, or display on one of the following topics. The objective is to identify the major changes brought about by the event, concept, or topic and to illustrate the effects that these changes have had or are having on the world. Some consideration should be given to the role of the major concepts.

  - World War I
  - World War II
  - Cold War
  - United Nations
  - Fascism
  - Communism
  - Trading blocs
  - Sustainable development
  - The "Big" changes that occurred in the world during each decade of the 20th century.

Outline Maps

Map 1 Political Boundaries Carte 1 Frontières politiques



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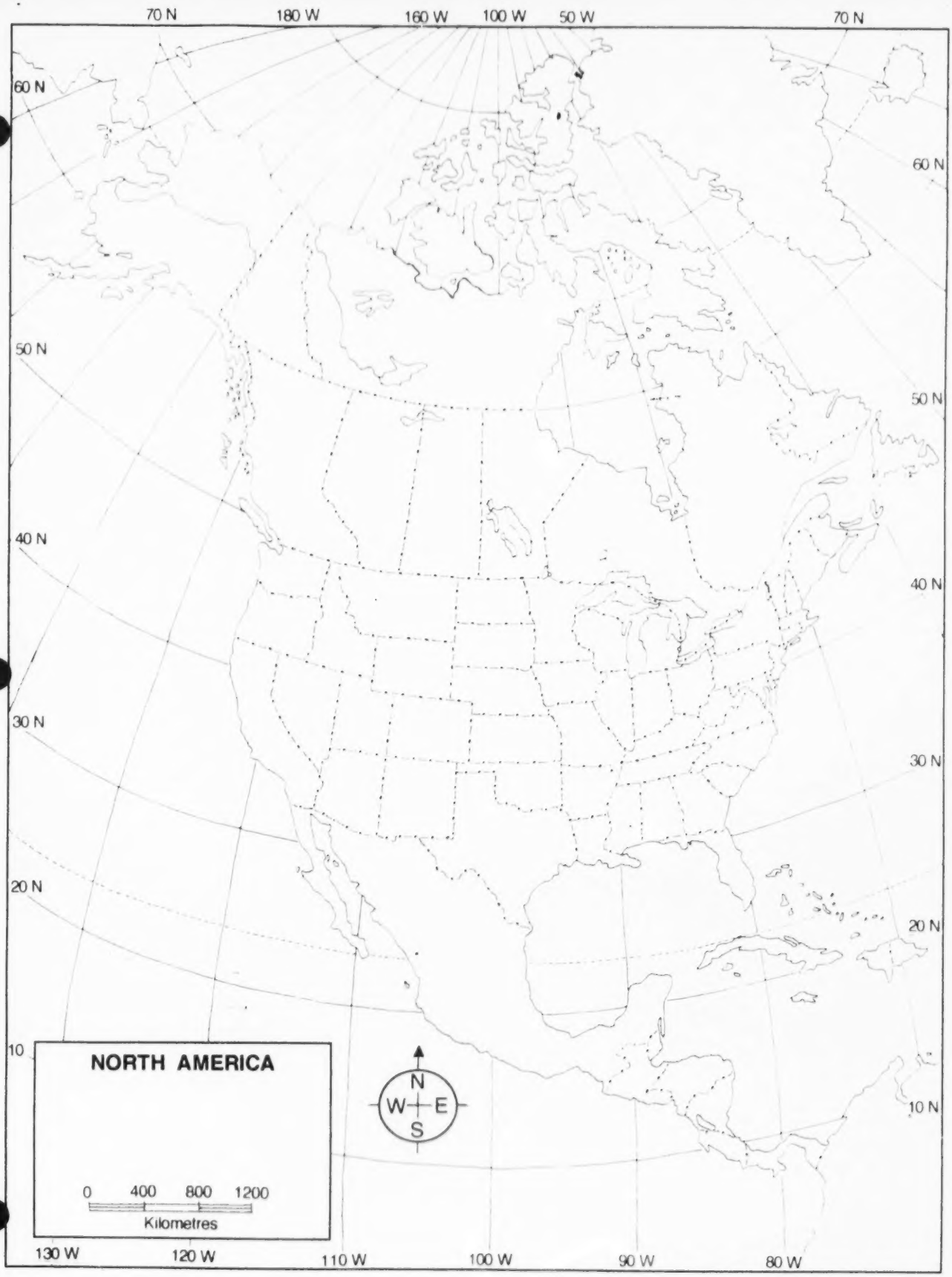
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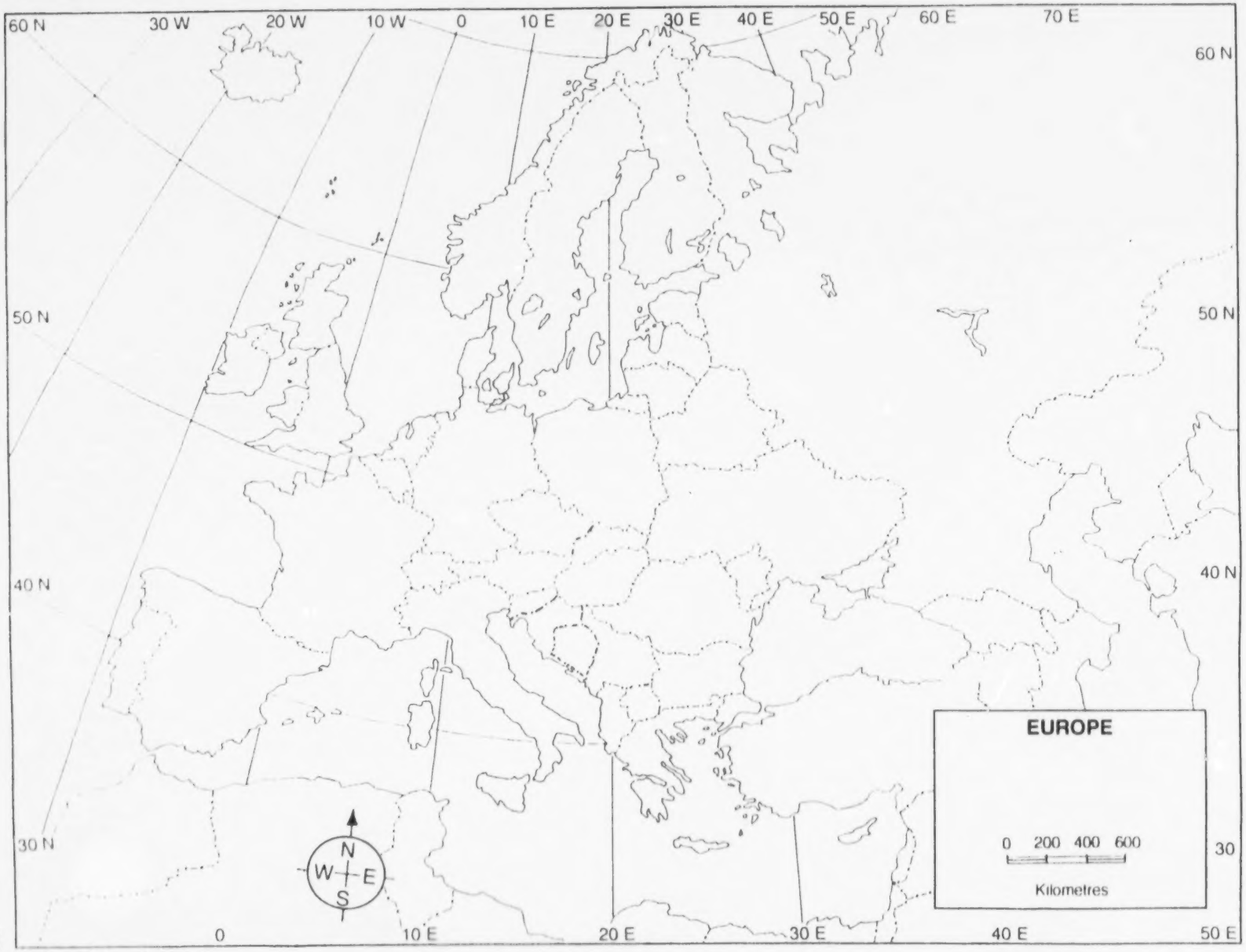
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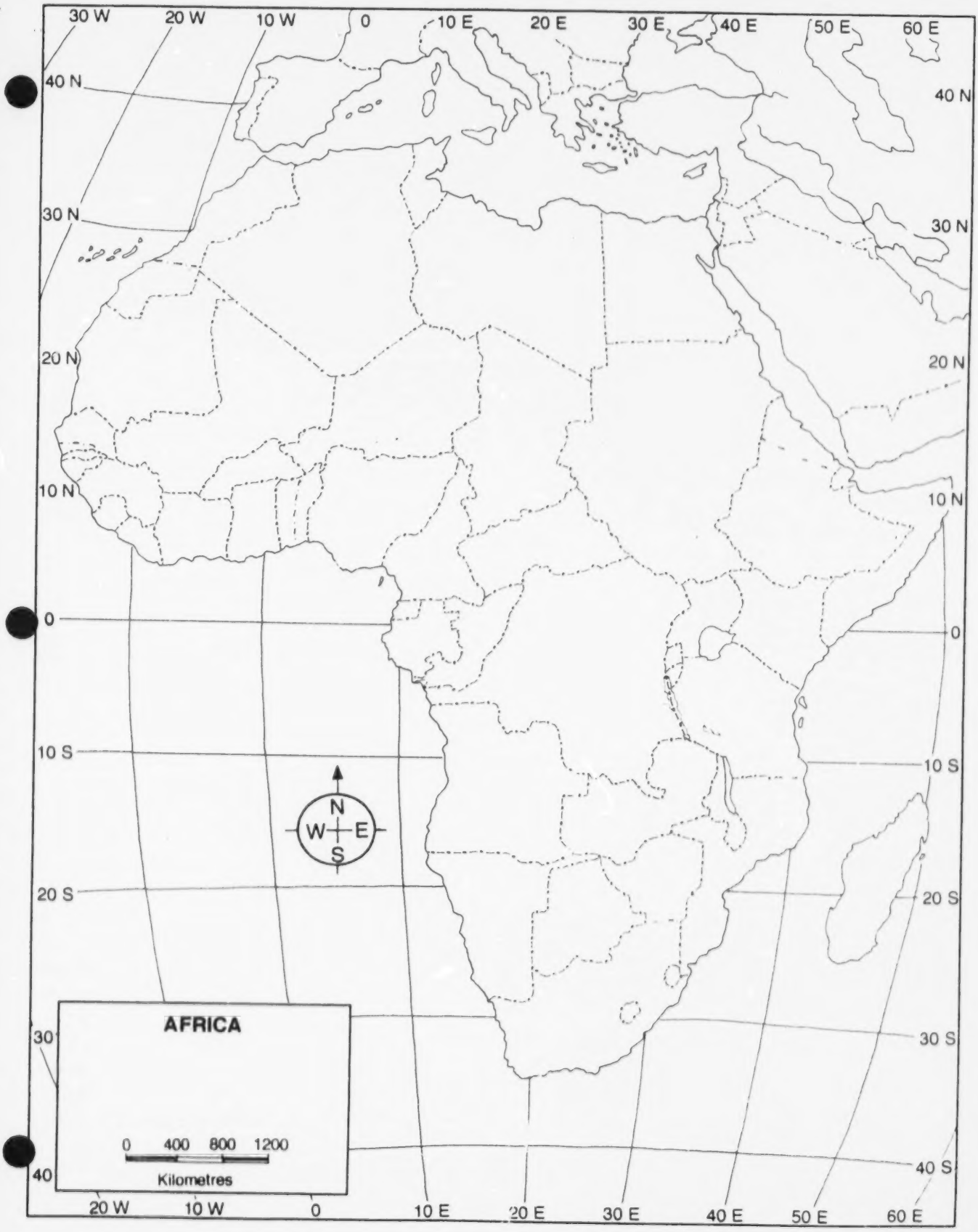
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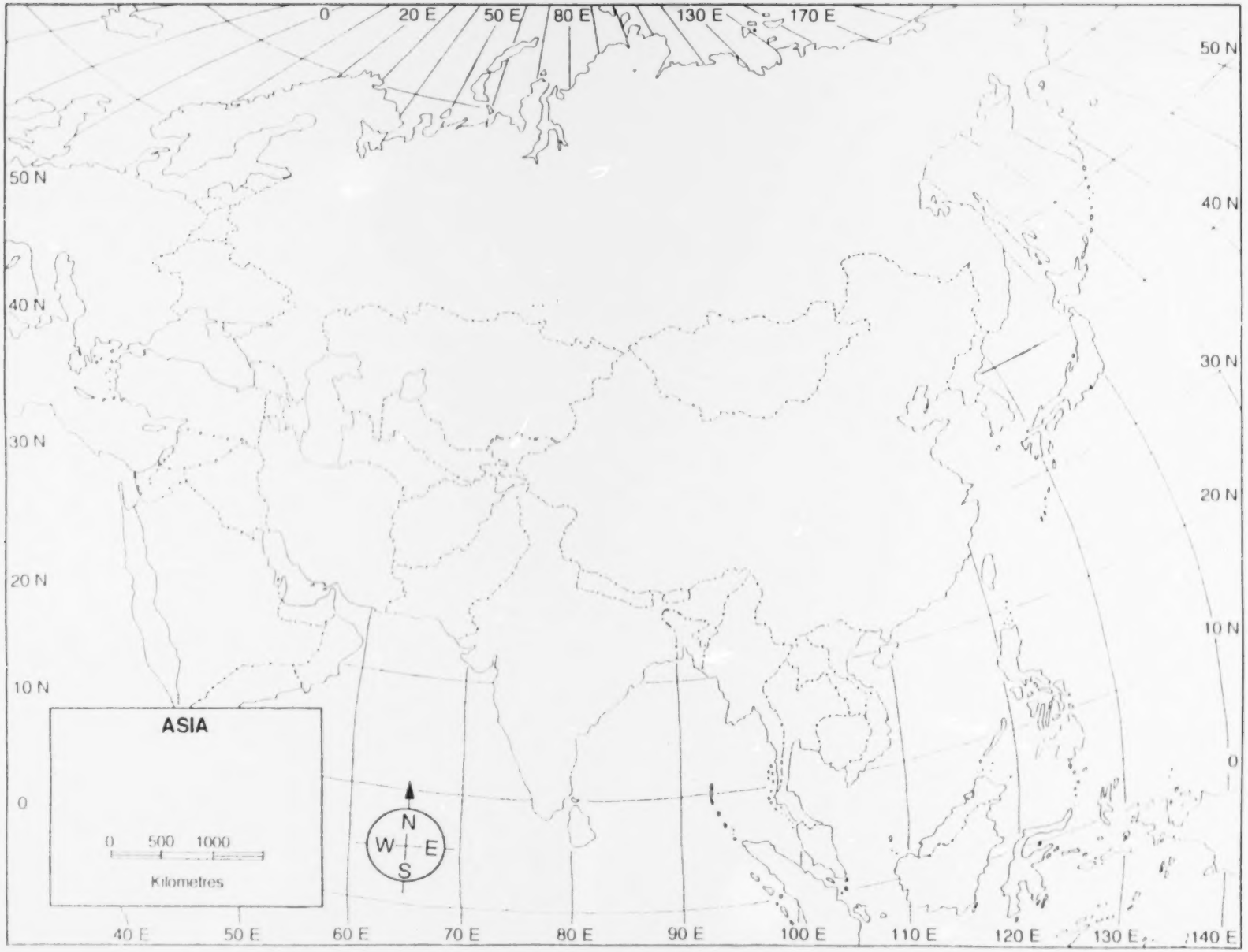
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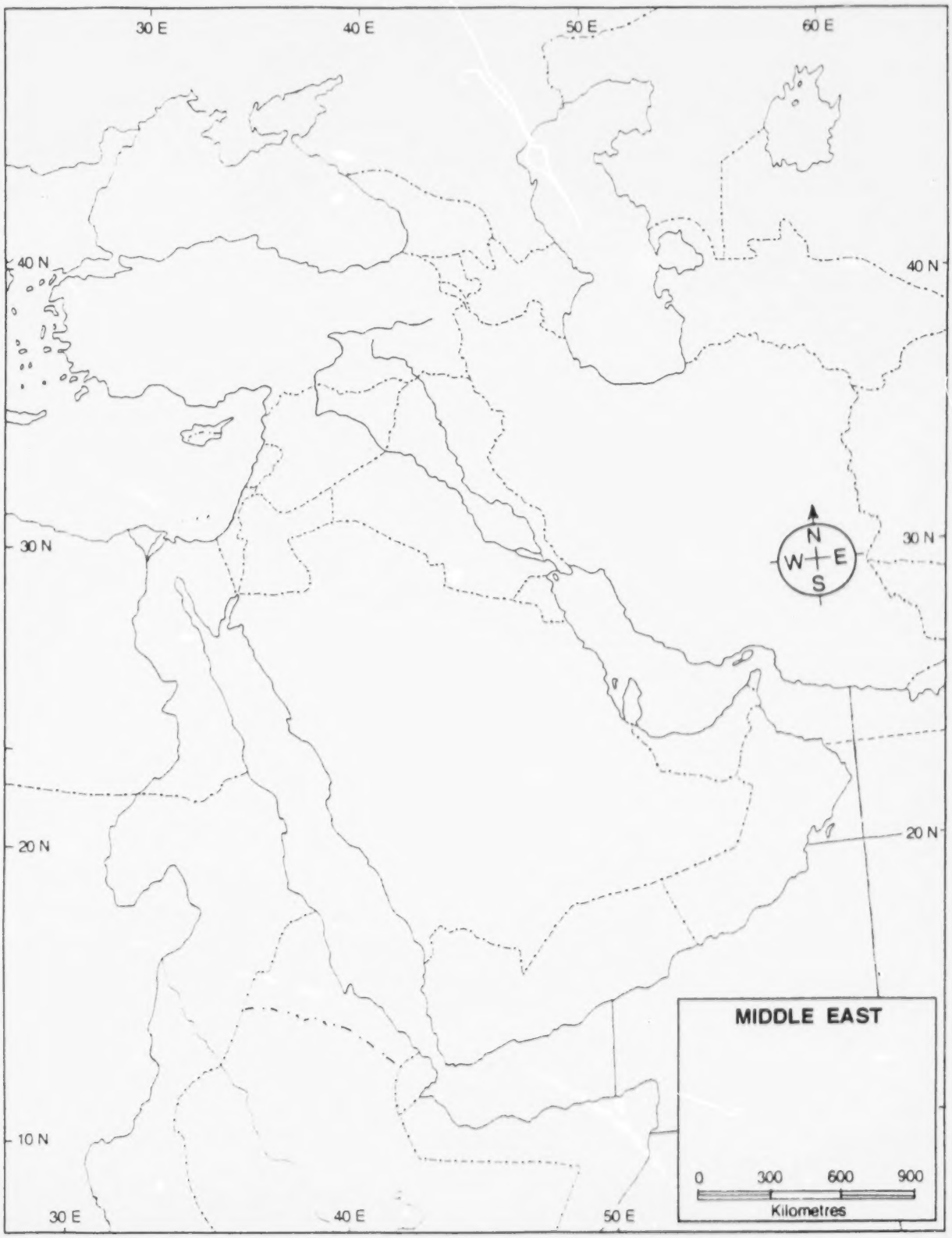
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